SOLSTICE
Conference 2010

Edge Hill University

Moving assessed student presentations online: how a change in practice brought "...a breath of fresh air" to the student experience

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Some context for this case study

"While in school, many students create digital materials without the benefit of instruction from faculty, information technologists, or librarians, but such products are typically recreational in nature and do not have the hallmarks of academic work. When students employ multimedia in their assignments, for example, they are often criticized for being facile in their work or for not developing a narrative or argument in an academically rigorous manner."

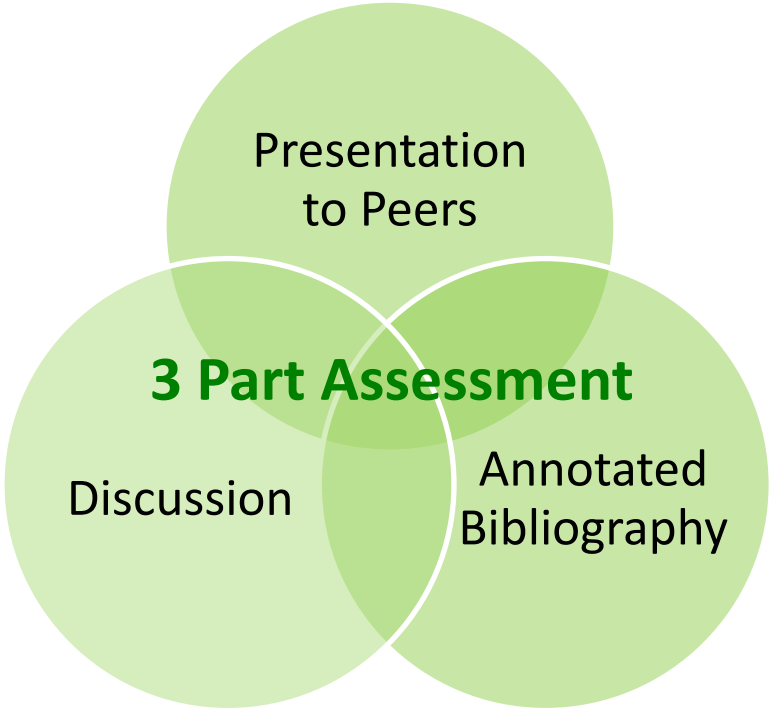
Lippincott, J,K. (2007)

L5 Primary Teacher Training Programme

Subject Specialist Module

Language and Communication Literacy

80 students



Exploring the ‘problem’

hybrid presentation approach
online: slides with script notes
and
face-to-face: brief verbal summary

new genre
limited prior experience of online presentations

limited delivery, review & discussion time
only 15 mins in class

no ‘real’ audience
electronic copy shared only with tutor
hard copy of slides with script notes and brief verbal summary shared with two peers

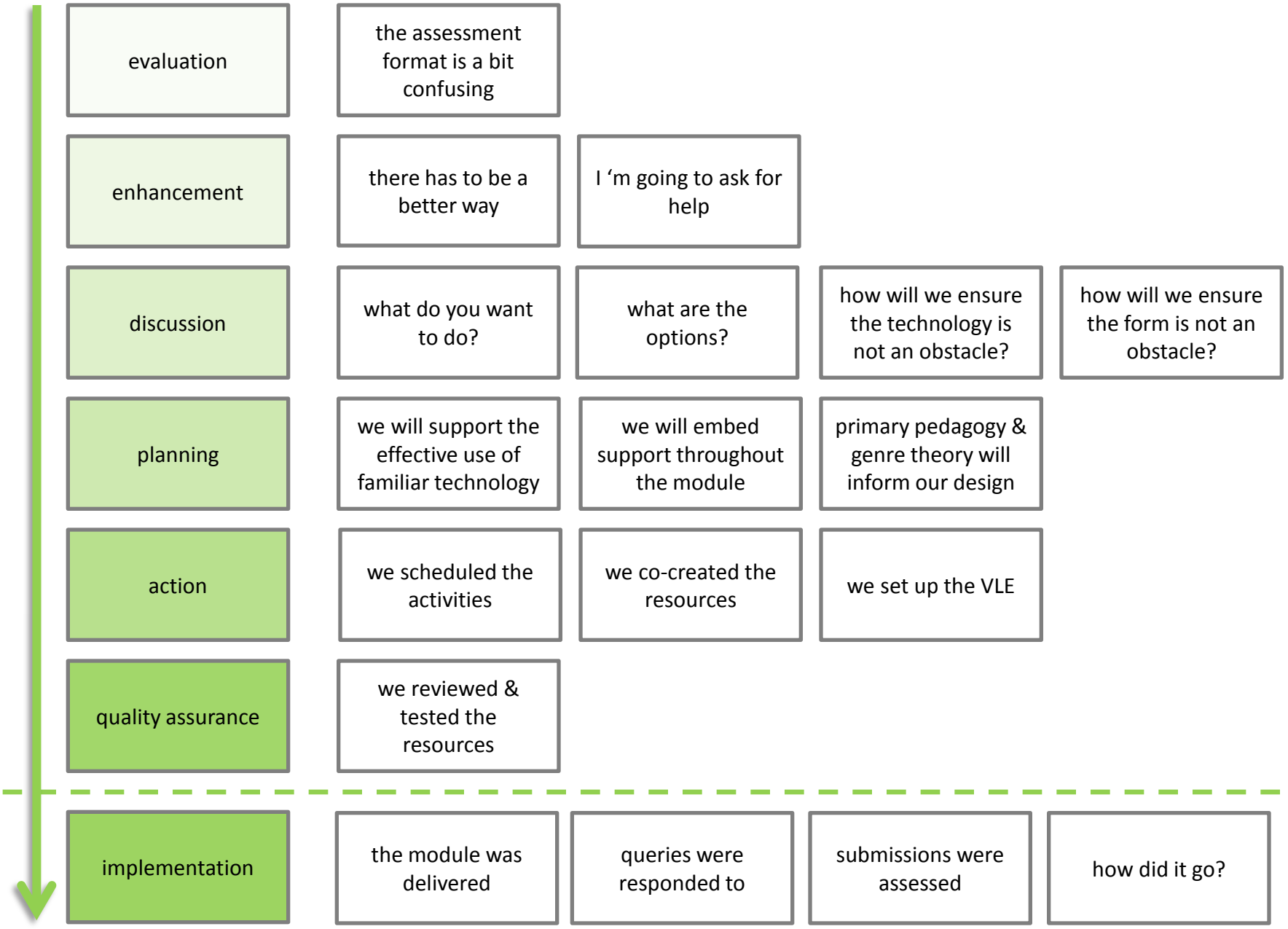
superficial dialogue
brief and ineffectual feedback and Q&A session
tutor unable to use presenter-audience interactions to inform assessment as entire cohort cannot be observed

Changes to the assessment strategy

Our Aims:

- engender intrinsic motivation
- involve active engagement
- provide a context for the authentic application of digital literacy skills
- retain academic rigour

What we did


evaluation
the assessment format is a bit confusing
enhancement
there has to be a better way
I 'm going to ask for help
discussion
what do you want to do?
what are the options?
how will we ensure the technology is not an obstacle?
how will we ensure the form is not an obstacle?
planning
we will support the effective use of familiar technology
we will embed support throughout the module
primary pedagogy & genre theory will inform our design
action
we scheduled the activities
we co-created the resources
we set up the VLE
quality assurance
we reviewed & tested the resources
implementation
the module was delivered
queries were responded to
submissions were assessed
how did it go?

Discussing potential solutions

	synchronous	asynchronous
presentation	a presentation that is **delivered by a presenter** in real time (- with or without: video, audio, controlled navigation, text chat)	a presentation that is prepared and **delivered without the presenter** being present. (- with or without: video, audio, auto-animation)
discussion	a discussion that occurs in **real time** allowing the presenter and audience participants to interact with each other during or following the presentation.	a discussion that occurs **over an extended period of time** allowing the presenter and audience participants to interact with each other following the presentation.
technology options	web cast web meeting virtual world IM chat smartphone app	slidesharing / file sharing discussion forum

We chose…
not to introduce new technologies
but instead
to explore how to
use existing, ***familiar*** technologies
more effectively.

What we used

Creating	**Powerpoint** to produce standalone presentation slides containing text &/ image *in order to be inclusive - video, audio, screencasts, etc, could be acceptable but not a requirement*
Delivering	**BB –Assignment Dropbox** to submit their presentations online for peer review and assessment *to ensure equity – the publish option could be used by the tutor to control the timing of the presentations availability*
Discussing	**BB – Discussion Board** to exchange feedback and Q&A *to ensure participation - the boards were chosen (rather than chat) to give everyone a chance to contribute over an extended period, as a specific period for the activity was not timetabled*

Aligning our pedagogy & planning to embed assessment support into the module

Primary Pedagogy		Our Strategies
familiarise	acquaint pupils with the text type	Week 3 students engage with the tutor's online presentation
focus	draw attention to key features	4 students discuss the features of an online presentation, tutor guides the discussion
define	articulate the conventions	9 students interpret & prioritise the assessment criteria using a rubric designed specifically for online presentations, tutor guides the discussion
scaffold	support the pupils to use the text type	10 students engage with written guidance on creating an online presentation
increased independence	increased independence	11 students submit presentations and engage in discussion, tutor provides support as required

What we designed

Week 1 introduction to the module Whole Class Briefings 97%	2 introduction to the assignment Handbook Outline 88%	3 Familiarise language variation & diversity **online presentation** Presentation Model 93% Practise Q&A 96%	4 Focus in-class features analysis **tutor guide** In-class Identification 96%
5 reading an online text	6 perspectives on literacy	7 assignment samples & topic suggestions **topic chart** Samples 85% Suggestions 90%	8 assignment content & focus tutorials Group Tutorial 100%
9 Define assessment criteria interpretation & submission demo **assessment rubric** Specific Criteria 96% Trainee Involvement 96% Submission Model 92%	10 Scaffold presentation tips & submission guidance **written guides** Submission Guide 90%	11 Independence online assignment submission and Q & A Response to Submission Difficulties 99% Response to emails 100%	12 evaluation

The **collaboration** between academic and learning technologist ensured subject knowledge, technical and presentational design expertise
informed the production of an online presentation about ‘language variation and diversity’.

Some sample slides from the exemplar presentation

PSS2000

Language Variation and Diversity: Accent, Dialect and Standard English

How can subject knowledge help …

Developing your subject knowledge about language variation and diversity will help you make **informed judgements** about:

~ ways of responding to children and developing their language and communication;

~ ways of teaching the Key Stage 1 and Key Stage 2 Programmes of Study for English

Review the National Curriculum Programmes of Study

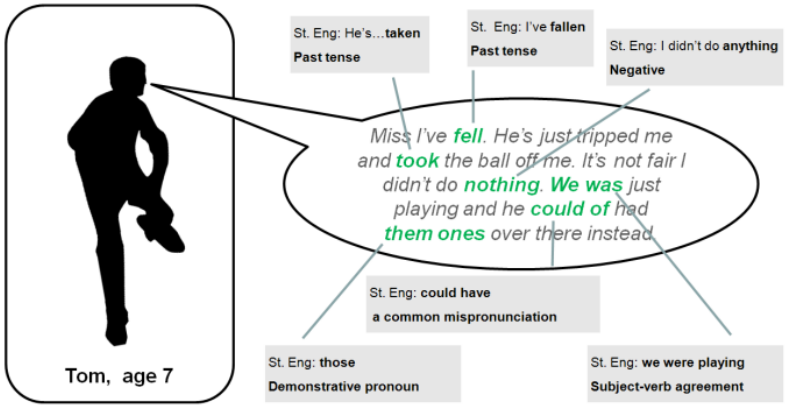
and

Develop your understanding of the terms 'Dialect', 'Accent', 'Standard English' and 'Received Pronunciation'.

National Curriculum Programmes of Study | Dialect | Accent | Standard English | Received Pronunciation

Analysing the language sample …

Tom's non-standard English is highlighted and the standard English equivalent is shown followed by the grammatical term for that aspect of language.



How are language and identity linked …

"we have to remember that language is an integral part of being human, not an optional extra like playing the flute. So an attack on a person's language becomes an attack on the person himself…language is so closely bound up with home and family, with community and friends that its emotional roots are strong and deep"

Perera (1987:12)

"No child should be expected to cast off the language and culture of the home as he [sic] crosses the school threshold, nor to live and act as though school and home represent two separate and different cultures which have to be kept firmly apart."

The Bullock Report (1975): A Language for Life

Reflect on your own use of accent and dialect.
Has it ever drawn comment? Have you ever changed your accent and dialect? Why? How did this make you feel? How far is the way you speak part of your identity?

Maintaining academic rigour

"While in school, many students create digital materials without the **benefit of instruction** from faculty, information technologists, or librarians, but such products are typically recreational in nature and do not have the **hallmarks of academic work**. When students employ multimedia in their assignments, for example, they are often criticized for being facile in their work or for not developing a narrative or argument in an **academically rigorous manner**."

Lippincott, J,K. (2007)

Existing & mode specific academic grading criteria

1. *Thorough, explicit knowledge & understanding of the topic*

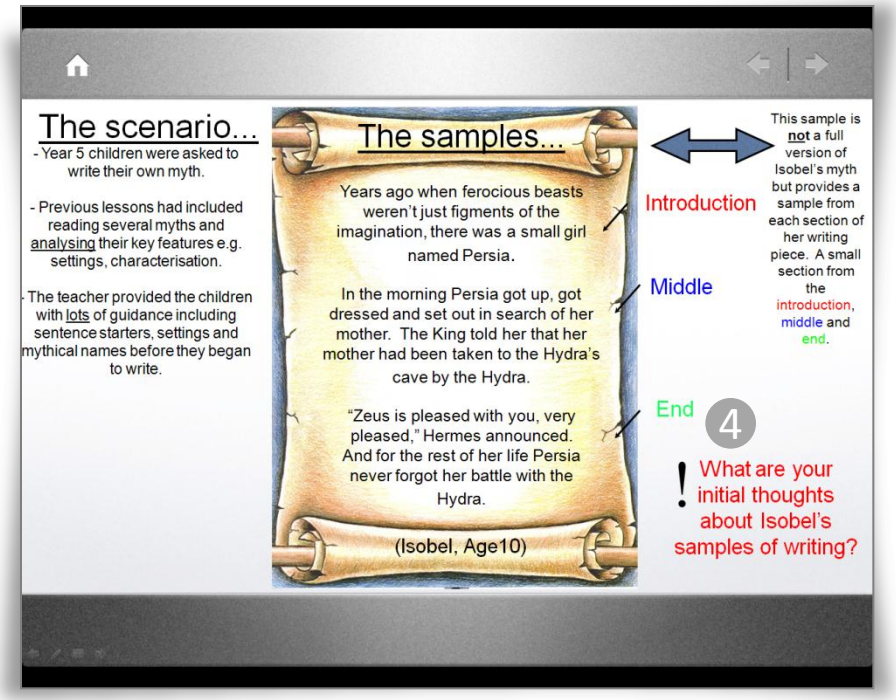
2. *Can present a coherent critical argument demonstrating the ability to synthesise concepts, theories and practice in a critical argument*

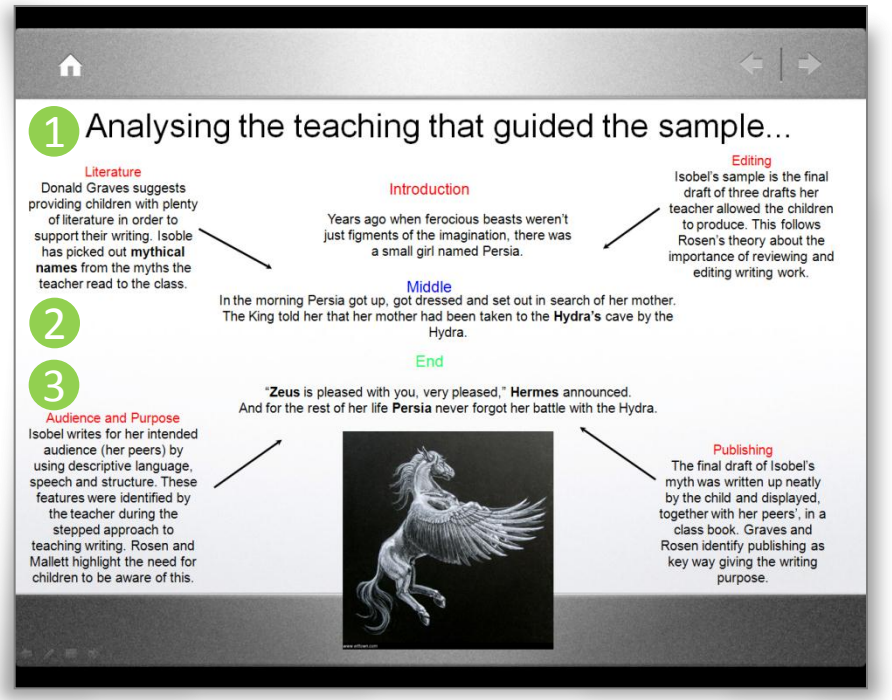
3. *Organisational rationale complements and enhances the clarity of the argument and there is evidence of independent thought*

+

4. *Effective use of online presentation techniques to communicate research*

Presentation A slides





1. *a range of theories are applied to the sample*
2. *the argument is expressed clearly and concisely*
3. *an effective layout complements the analysis*
4. *a questioning and instructional tone is used to engage the reader*

Presentation A discussion

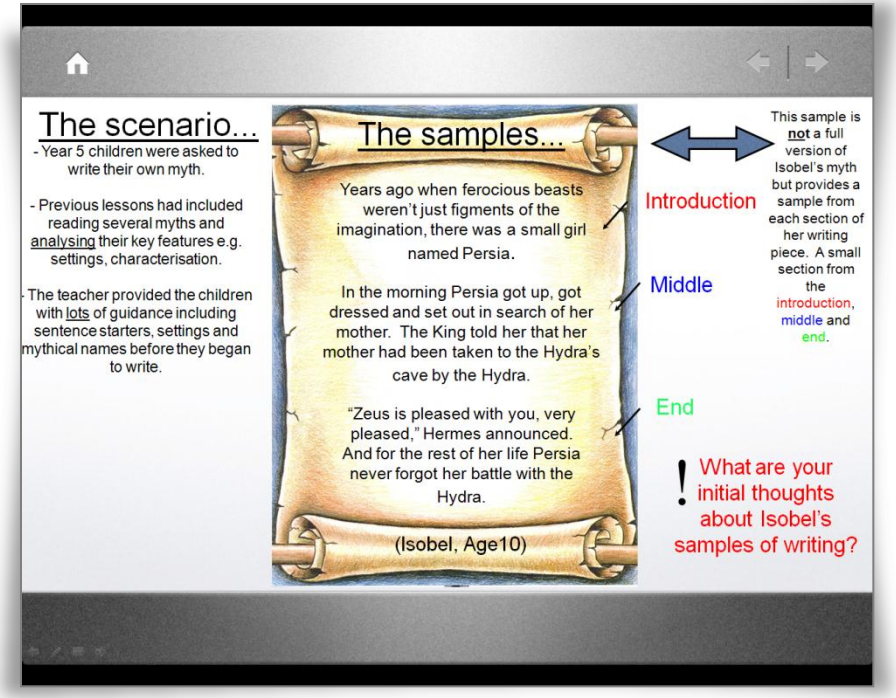
Audience Question:

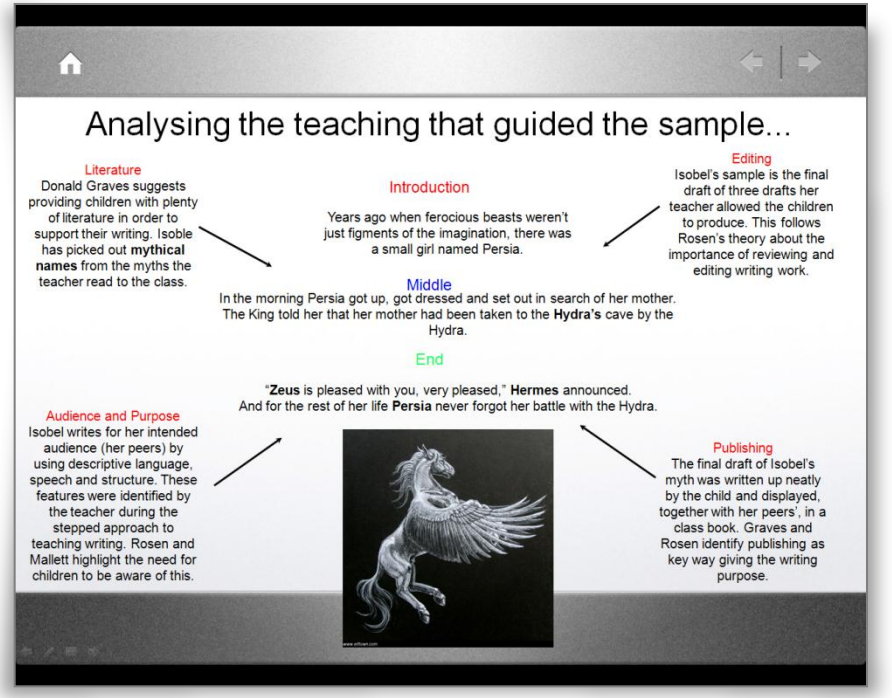
"Do you believe that Isobel's teacher's approach could cause confrontation between pupils when offering one another guidance/support? How could this be tackled?"

Presenter Response:

"If this approach was used within a different class and a child became ..upset because their partner suggested lots of improvements for their work, this would be a different matter…the children would need a class discussion with the teacher about how to support each other. For example - 'We might think that our partners work needs lots of improvement, but you have to remember it is their writing and they might have spent a lot of time over it. So maybe you could suggest 2 good things about the work and 2 improvements'. By scaffolding the way children go about peer work, the teacher can ensure that the children use the experience to their advantage and it does not dishearten them."

Presentation A feedback

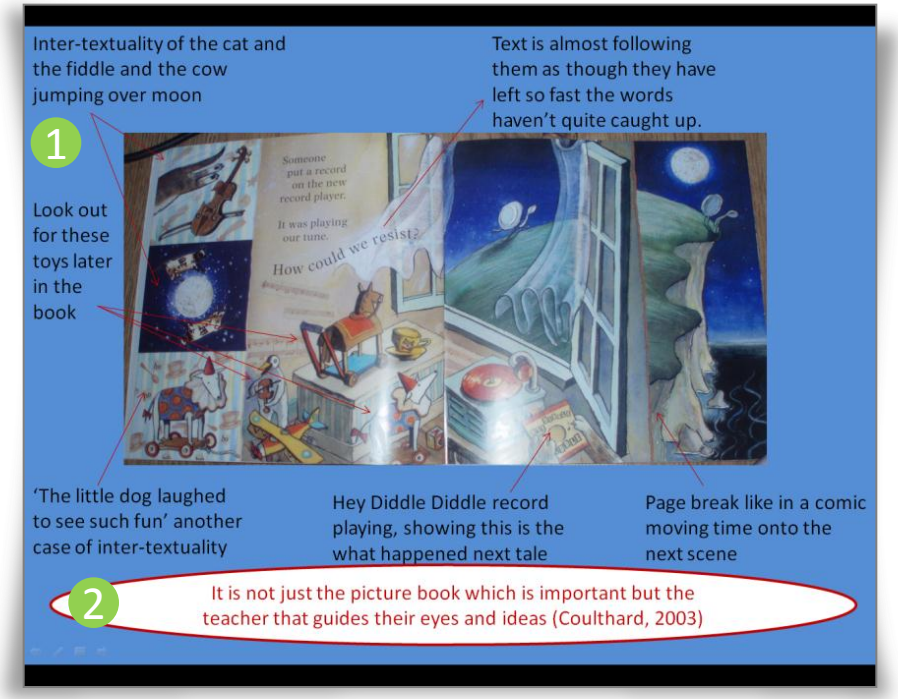


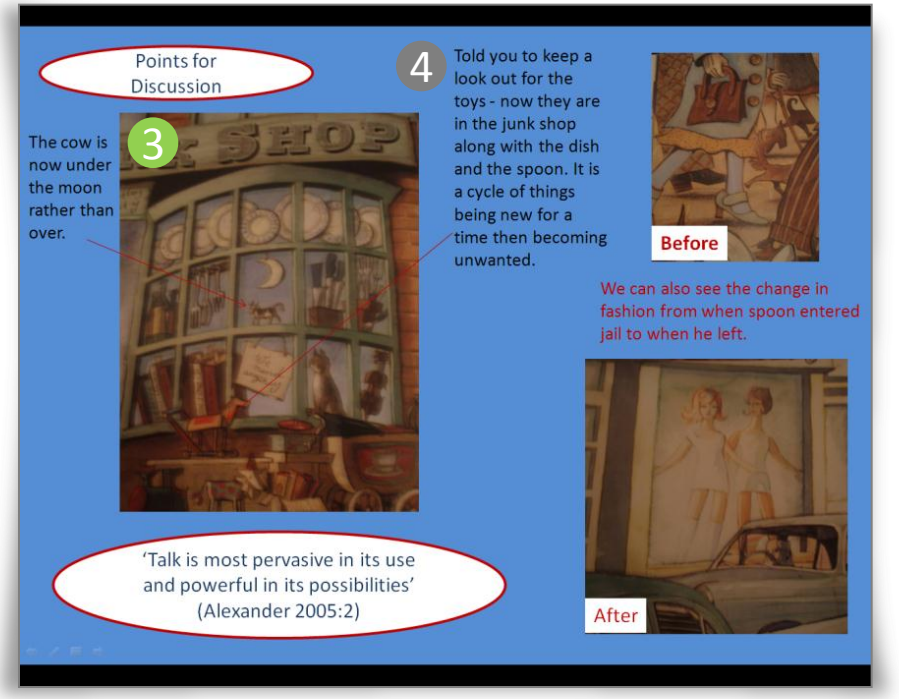


Peer Feedback:

"There has been a great use of theory throughout this presentation and it was very informative, it has provided a range of writing strategies that I could use."

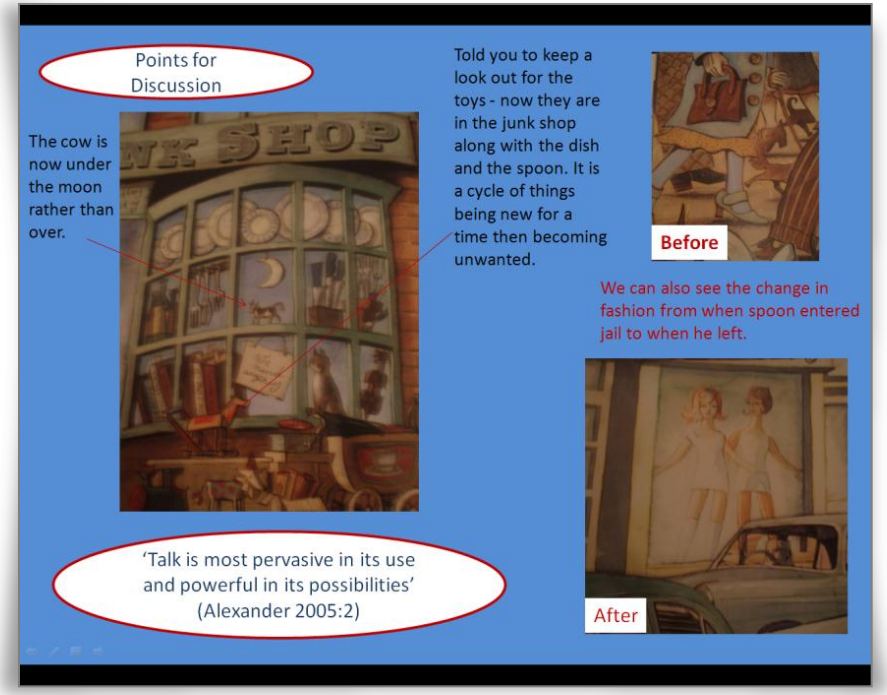
Presentation B slides

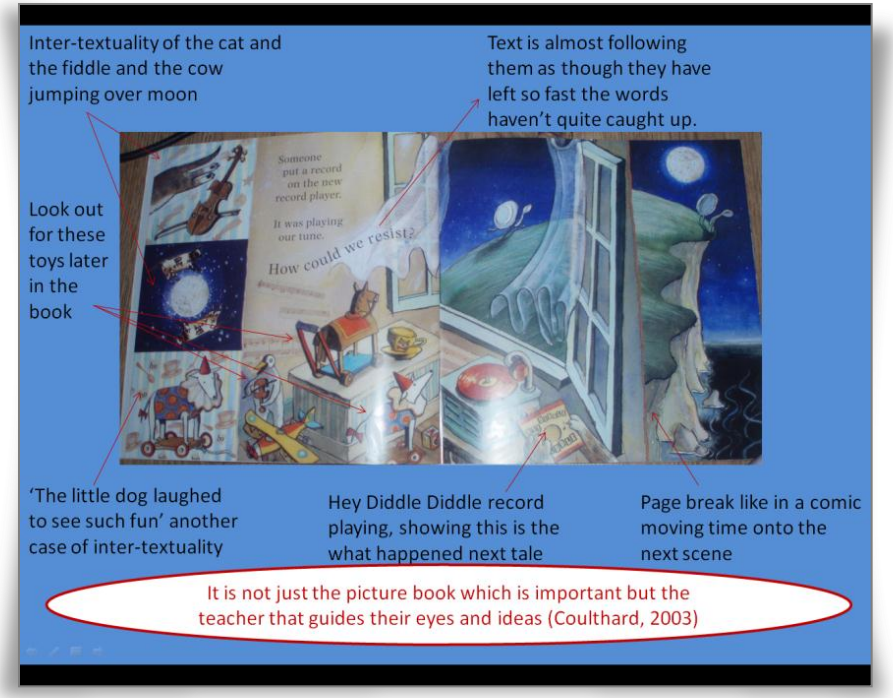




1. *the sample is examined comprehensively*
2. *relevant theory is used to support the argument*
3. *annotated imagery is used to clearly and effectively illustrate the argument*
4. *a questioning and conversational register is used to engage the reader*

Presentation B feedback

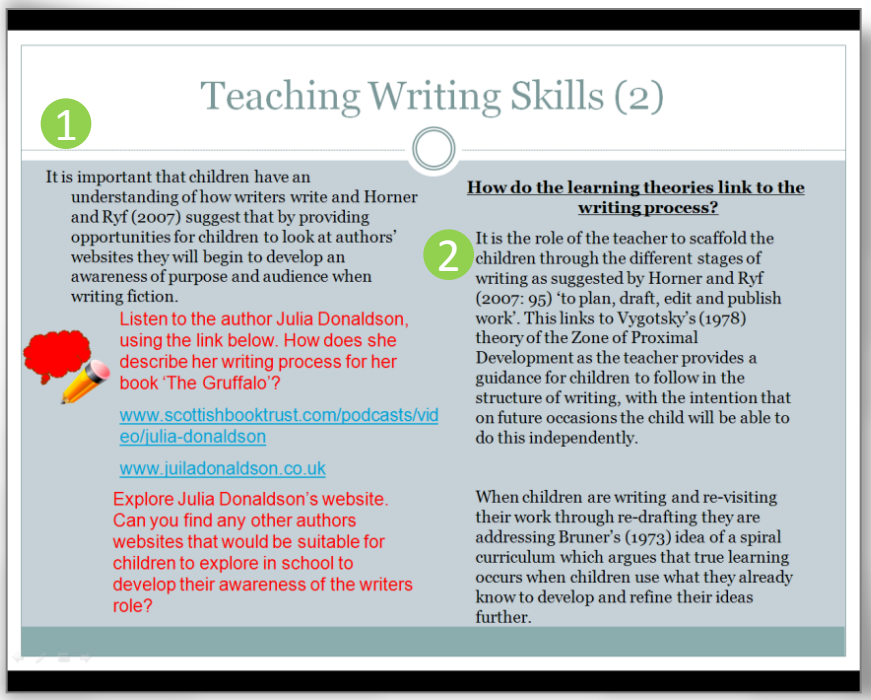


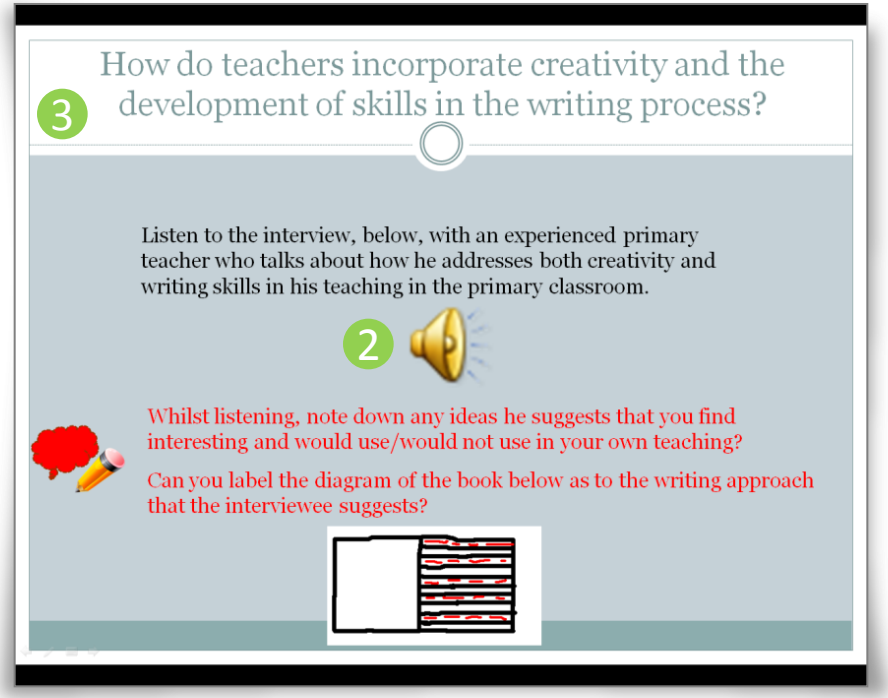


Peer Feedback:

"I would like to compliment you on producing such a **visual and interactive** PowerPoint. I found your sample book very interesting as I have not come across this before. We have covered the same topic and yet you have brought new ideas and considerations to the idea of picture books … **your analysis of it as a quality picture book has made me aware** of this and I would definitely consider using this myself with children."

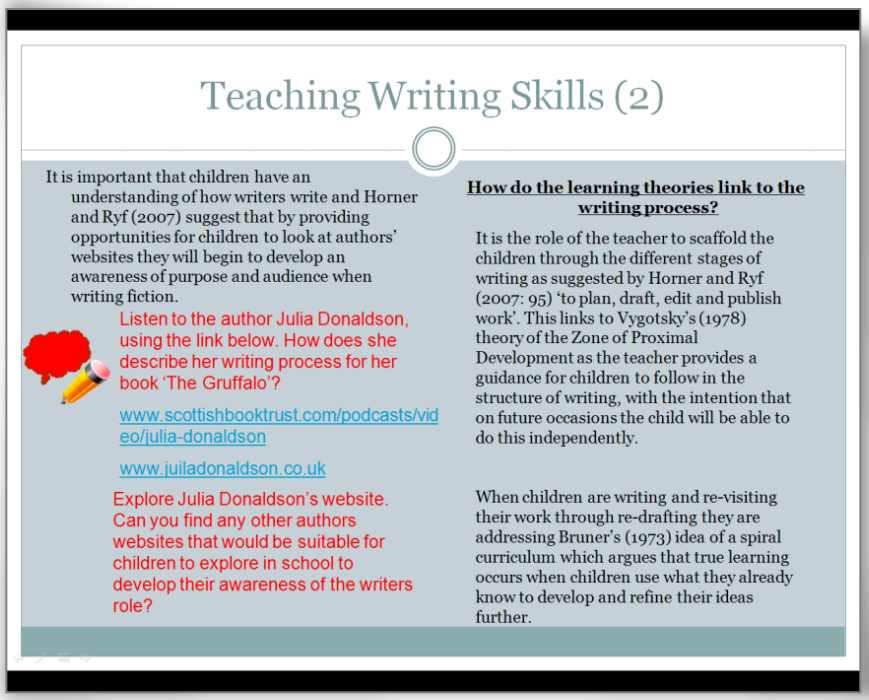
Presentation C slides

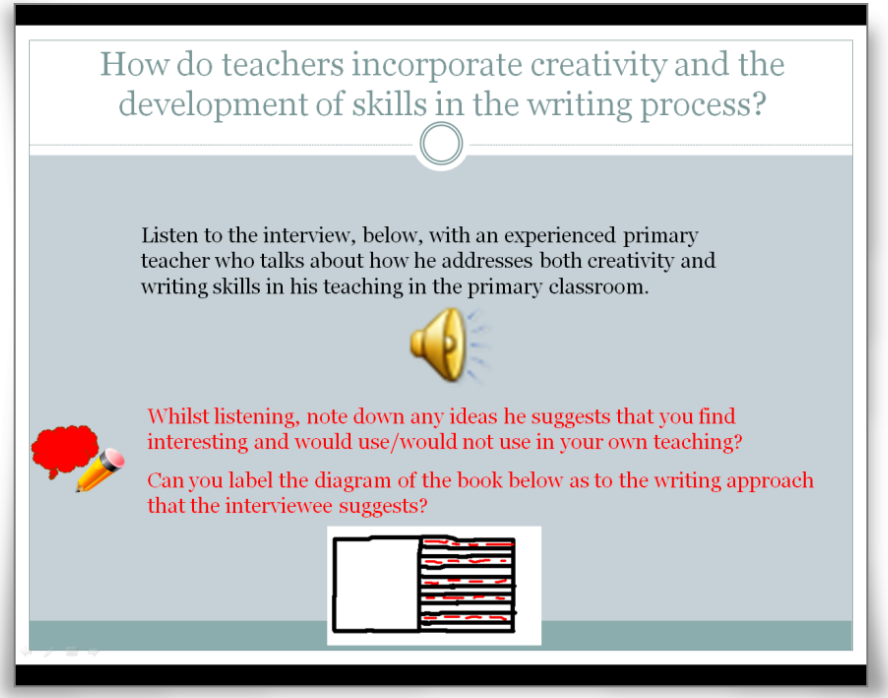




1. *a range of theories are discussed*
2. *synthesis of concepts, theory and practice is clear*
3. *the presentation structure and format frames the argument*
4. *meaningful web and audio links are used to further inform and engage the reader*

Presentation C feedback



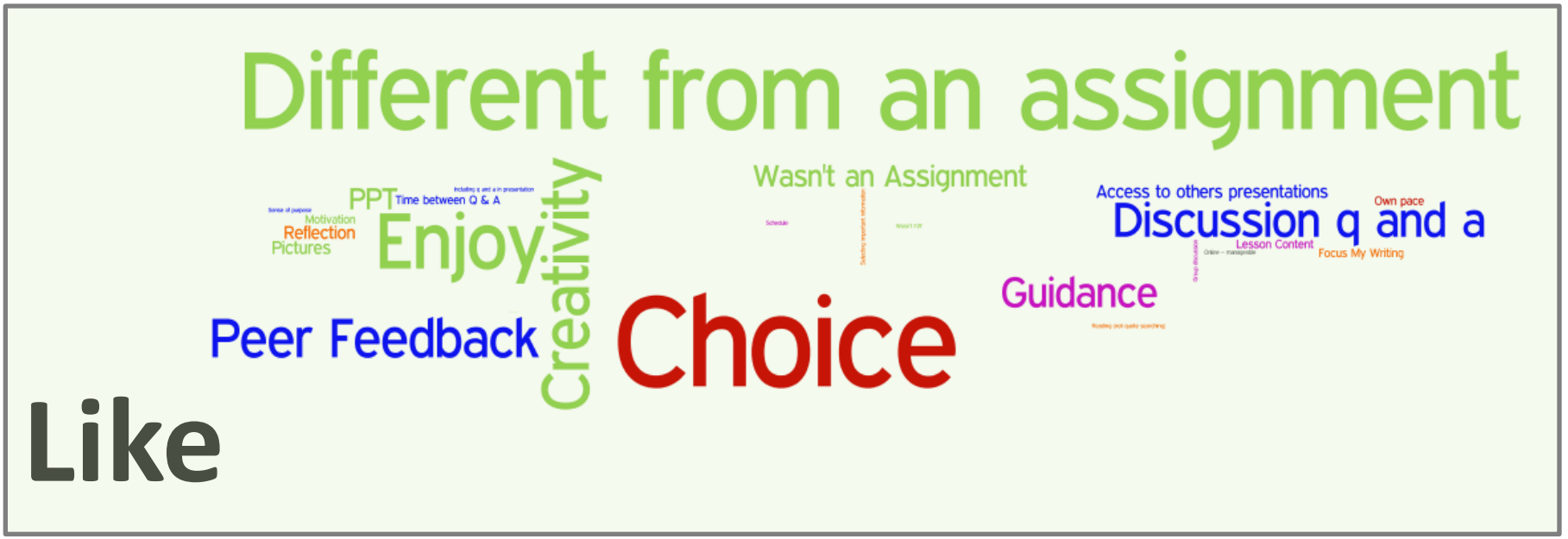


Peer Feedback:

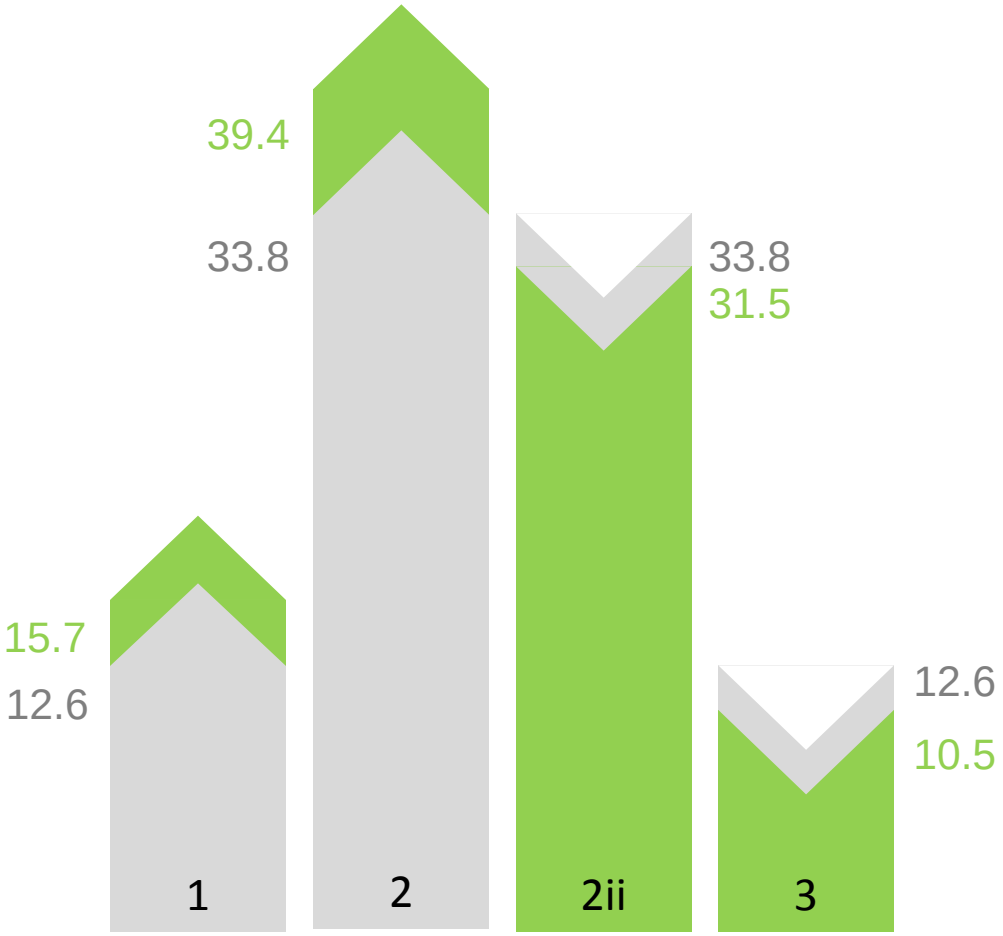
"You have looked at opposing perspectives in order to create a debate involving creativity and writing skills. You effectively linked learning theories to the information you presented and implications for teaching.

The format was well structured and it was very accessible to read. I liked the different ways in which you presented the information e.g. using arrows to read in a circle, simple text down the page."

Some student feedback



Grades



% Grade Comparison 09-10 / 08-09

Returning to our aims

- engender intrinsic motivation
  relevant, new, creative and challenging format
- involve active engagement
  professional and insightful presenter-audience dialogue
- provide a context for the authentic application of digital literacy skills
  alignment with module content – 'new literacies'
- retain academic rigour
  analysis, synthesis, critical thinking and reflection clearly demonstrated

What next? What we intend to consider

Digital Literacy

- **Student Exemplars**

Provide and discuss examples of student presentations and critical dialogue from this years cohort

- **Additional Modelling**

Produce an online presentation to support the text-based tips and tricks support handout

Technology

- **Multimedia Exemplars**

Demonstrate additional technical capabilities – eg. the introduction of audio / video

- **Technical Guides**

Support the students in extending their technical skills

Submission

- **Submission Practice**

Integrate an online submission task midway into the module

Assessment & Feedback

- **Grading exemplification**

Redesign the wording and criteria included in the assessment grid

- **Online feedback**

Explore the Blackboard grade tool as a possibility for providing online feedback

Recommendations (if you move assessed student presentations online)

Questions

References

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Student presentation slides and discussion contributions are used with kind permission .

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Credits

The Case Study presented here illustrates work undertaken by Megan Juss, Val Chamberlain and David Callaghan in 2009/10, Edge Hill University.

Please attribute Juss, M., Chamberlain, V. and Callaghan, D. *when referring to this case study.*

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